

SELF-EFFICACY GURU BIMBINGAN BELAJAR

TESIS

**Diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar
Magister Pendidikan dalam Bidang Psikologi Pendidikan**



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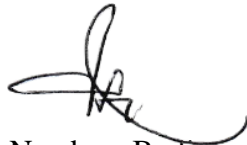
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Yang membuat pernyataan,

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Puji syukur penulis naikkan kepada Tuhan Yesus Kristus atas penyertaan dan hikmat yang telah diberikan selama proses penyusunan tesis ini. Adapun tesis yang telah tersusun berjudul “*Self-Efficacy* Guru Bimbingan Belajar”.

Penyusunan tesis ini merupakan sebagian syarat memperoleh gelar magister sekolah pascasarjana di Universitas Pendidikan Indonesia. Penelitian ini terdiri atas lima bab. Bab I, berisi pendahuluan yang berisikan mengenai latar belakang masalah, identifikasi dan rumusan masalah, tujuan penelitian, dan manfaat penelitian. Bab II, merupakan kajian pustaka mengenai *self-efficacy* guru dan bimbingan belajar. Bab III, merupakan metode penelitian yang mencakup desain penelitian, partisipan dan tempat penelitian, fokus penelitian, reflesivitas peneliti, pengumpulan data, analisis data, dan validasi temuan. Bab IV, menguraikan temuan dan pembahasan serta keterbatasan penelitian. Bab V, merupakan simpulan dan rekomendasi hasil penelitian.

Penulis menyadari bahwa masih terdapat banyak kekurangan dalam penyusunan tesis ini yang disebabkan oleh keadaan dunia yang dilanda pandemik COVID-19, juga keterbatasan dalam pengetahuan dan waktu yang dimiliki penulis. Penulis mohon maaf apabila terdapat hal-hal yang tidak berkenan dan dengan penuh kerendahan hati penulis bersedia untuk menerima masukan demi perbaikan tesis ini.

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Penulis

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UCAPAN TERIMAKASIH

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Bandung, Agustus 2020

Cheryl Giovani Wibawa

ABSTRAK

Cheryl Giovani Wibawa. 1803567. Sumber *Self-Efficacy* Guru Bimbingan Belajar. Program Studi Psikologi Pendidikan Sekolah Pascasarjana Universitas Pendidikan Indonesia. Pembimbing: Dr. Tina Hayati Dahlan, M.Pd., Psikolog dan Dr. Nandang Budiman, M.Si.

Penelitian terhadap *self-efficacy* guru bimbingan belajar ini bertujuan untuk mengetahui sumber-sumber keyakinan guru dalam memfasilitasi student engagement, menerapkan instructional strategies dan dalam classroom management, dan dampaknya terhadap pembelajaran. Penelitian ini menggunakan metode kualitatif dan dianalisis secara manual. Data diperoleh lewat diskusi kelompok secara daring dan wawancara individu terhadap tujuh orang guru bimbingan belajar di Indonesia. Partisipan terdiri dari empat guru perempuan berusia 21, 22, 32, dan 33 tahun dan tiga guru laki-laki berusia 18, 24 dan 24 tahun. Seluruh guru mengajar siswa sekolah menengah dengan pengalaman mengajar yang berbeda-beda dari enam bulan hingga 14 tahun. Mata pelajaran yang diajar sejalan dengan latar belakang pendidikan mereka; enam guru mengajar lebih dari satu mata pelajaran dan satu guru hanya mengajar satu mata pelajaran. Penemuan menunjukkan pemahaman akan kebutuhan siswa dan pengalaman performansi adalah sumber utama *self-efficacy* guru bimbingan belajar dalam memfasilitasi keterlibatan siswa, menerapkan strategi pembelajaran dan mengelola kelas. Situasi bimbingan belajar dan rotasi siswa ditemukan sebagai sumber-sumber lain dari keyakinan guru. *Self-efficacy* guru mempengaruhi performa mengajar dan kemampuan untuk mengadakan iklim yang kondusif dalam belajar mengajar dan pengaturan waktu yang efektif.

Kata kunci: Self-efficacy, Engagement, Instructional strategies, Classroom management.

ABSTRACT

Cheryl Giovani Wibawa. 1803567. Tutorial Centre Teachers' Self-Efficacy. Educational Psychology School of Postgraduate Studies Supervisors: Dr. Tina Hayati Dahlan, M.Pd., Psikolog and Dr. Nandang Budiman, M.Si.

This study is a research on tutorial centre teachers' self-efficacy which aims at identifying sources of teachers' self-efficacy in facilitating pupils' engagement, implementing instructional strategies, and managing the classroom, and their impacts on teaching and learning. The study used a qualitative content analysis method and data was analyzed by hand. The data was collected from an online focus group and individual interviews with seven teachers of a tutorial centre in Indonesia. The participants consisted of four female teachers of 21, 22, 32, and 33 years old and three male teachers of 18, 24 and 24 years old. All teachers teach high school level with various teaching experience from six months to fourteen years. Their teaching subjects are in line with their educational background; six teachers taught more than one subject and one teacher taught only one subject. The finding shows understanding pupils' need and mastery experience as the main source of tutorial centre teachers' self-efficacy in facilitating students' engagement, implementing instructional strategies, and managing the classroom. Tutorial centre's situation and student rotation are other sources of self-efficacy. Teachers' self-efficacy affected their teaching performance and ability to promote a conducive learning climate and proper time management.

Keywords

Self-efficacy, Engagement, Instructional strategies, Classroom management.

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